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ABSTRACT

When community members volunteer for young people, they forge pathways of knowledge and compassion, and gain a better understanding of the mission and challenges of the schools. Youth service-learning programs that give high school and middle school students the chance to work with younger students or on community projects also leave lasting impressions of the benefits of volunteering, the gift of self. This resource guide to help schools start or enhance their volunteer programs is distributed by Volunteer-A-Thon, a community outreach project of Wisconsin Public Television (WPT) The guide is in three parts. Part 1, "Volunteer-A-Thon Participation," gives an overview of the program, lists ideas for school participation in the program, and contains sample forms. Part 2, "Adult Volunteers in the School," presents a step-by-step process for starting a volunteer program, and includes a sample design and organization for a volunteer program. This section also provides guidelines for teachers' use of volunteers, suggests ways to give recognition to volunteers, lists ideas for family and retired persons volunteering, describes student mentoring and intergenerational programs, and outlines risk management. Part 3, "Youth Service-Learning," describes opportunities for student volunteerism, including the Learn and Serve American grants; core elements of effective service-learning activities; integrating service learning into the curriculum; outcomes of youth service-learning; and tips for organizing a youth service-learning program. Appendices include a family-community-school partnership project directory for Wisconsin and a checklist of practices and programs to encourage family and community support of children's learning. (KDFB)

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Light the Way

for Kids

SCHOOL VOLUNTEER RESOURCE GUIDE

Volunteer A Thon

presented by Wisconsin Public Television in partnership with the Wisconsin Department of Public Instruction

ED 407 153

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School Volunteer Resource Guide

Family/Community/School Partnership Team

Wisconsin Department of Public Instruction

Volunteer A Thon

Published in 1996

For additional information about volunteers in schools
or for additional copies of this booklet, write or call:

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Foreword

Everyone can be a volunteer. Everyone's contributions count! Volunteers give heart-to-heart, from their own hearts directly to others'. Wherever they are, whatever they do, volunteers make it better — the environment, a classroom, a person who needs someone to care.

Nowhere are the needs and the opportunities for caring more apparent than in the schools. The presence of parents and other community members can change the very culture of the school, making connections among families, generations, and neighborhoods. When community members volunteer for young people, they forge pathways of knowledge and compassion into the future, handing a lifetime of understanding to those who will inherit the future. Volunteers also gain a better understanding of the mission and challenges of the schools, the place where our young people learn and grow.

Youth service-learning programs that give high school and middle school students the chance to work with younger students or on community projects also leave lasting impressions of the benefits of volunteering, the gift of self.

One of the best and least expensive ways to improve your school or community is to establish a volunteer program. Encourage both students and adults to volunteer—to give back to their community. The Volunteer-A-Thon offers a wonderful opportunity to get started, but don't wait for a special event. Volunteering works anytime.

Use this resource to help start or enhance your volunteer program. There are many winners in volunteering. Begin today!

Volunteer-A-Thon

Part I

Volunteer-A-Thon Participation

Volunteer-A-Thon Overview

As a community outreach project of Wisconsin Public Television (WPT), the Volunteer-A-Thon is an excellent way for your school or agency to recruit volunteers and develop programs that will help children and youth in your community. Partners with WPT on this project are

- United Ways of Wisconsin,
- the Volunteer Centers of Wisconsin,
- the Wisconsin Department of Public Instruction (DPI),
- the Wisconsin Retired Senior Volunteer Programs Staff Association (RSVP), and
- Wisconsin Public Radio.

The Volunteer-A-Thon began in 1991 as a pledge drive to collect volunteer hours. More than one million hours were collected each year, but clearly many more people were volunteering their time without recognition. Further, the concept of pledging hours and sending them in to a state agency was confusing, so in 1995 the Volunteer-A-Thon partners opted for a program that focuses on celebrating volunteerism while at the same time making people aware of the many volunteer opportunities available in every community. The Volunteer-A-Thon remains an excellent way to recruit new volunteers.

The Volunteer-A-Thon features a statewide broadcast, produced by WPT and sponsored by corporate donors, to celebrate volunteerism at all levels. The broadcast is scheduled each year to coincide with national volunteer month in April. Contact the DPI or WPT for more information.

In addition to the broadcast, the Volunteer-A-Thon offers:

- the School Volunteer Resource Guide,
- a Volunteer-A-Thon brochure to which you can add the name and phone number of your school's volunteer contact person to recruit volunteers,
- radio and television public service announcements,
- volunteer training workshops available from the DPI and RSVP,
- Networking opportunities with agencies that recruit volunteers, and
- assistance from the DPI for connecting with schools and programs that provide support.

The DPI's Family-Community-School Partnership Team put together the guide with help from the partners, including funding support from Aid Association for Lutherans (AAL) and CUNA Mutual Insurance Group. Sample polices, procedures, surveys, certificates, forms, and lots of ideas are available in this guide to help schools start or enhance their volunteer programs.

Think of the Volunteer-A-Thon as a resource to help you recruit and use volunteers from among your families, students, retirees, and other citizens. A sample pledge form is included in the guide. Use it to collect volunteer hours for your school and then recognize those who have volunteered right along with the television broadcast. Ask your local media to help you not only recruit volunteers but also to recognize their contributions. While the start of a school year is an ideal time to recruit volunteers, anytime is the right time to welcome new volunteers.

Participation Ideas

Why participate in the Volunteer-A-Thon? Whether you want to start a school volunteer program or enhance an existing program, use the Volunteer-A-Thon as a means to build lasting bridges of community support and involvement.

Following are suggestions to help schools successfully participate in the Volunteer-A-Thon.

- Make use of this resource packet. It includes lots of ideas, sample materials, and references for additional resources.
- Encourage the support and commitment of a wide variety of school and community groups, including teachers, parents, and local organizations.
- Request school board support in the form of a short resolution, a volunteer school board policy statement, or public acknowledgment at a regularly scheduled school board meeting (samples are enclosed).
- Conduct a Volunteer Awareness Day or Volunteer Appreciation Day to say "thank you."
- Involve the youth in your community in youth service-learning programs. Help students understand the benefit of volunteering at an early age.
- Attend regional or state training about volunteer programs and service-learning.

Sample Volunteer-A-Thon Resolution

School Board Resolution

Whereas, _____ School/District encourages the participation of families/community members as school volunteers and learner supporters,

Whereas, _____ School/District supports students offering service to the community,

Whereas, _____ School/District participates in the annual *Volunteer-A-Thon to create community school partnerships and to encourage volunteer efforts to help all learners and to celebrate the spirit of volunteerism,

Therefore, be it resolved that the _____ School/District acknowledges the youth and adult volunteer hours for this school year listed below.

Total Adult School/District Volunteer Hours

_____ Estimated total number of volunteer hours for the school year

Total School/District Youth Service Hours

_____ Estimated total number of youth community service hours

Signature _____ Title _____ Date _____

*Volunteer-A-Thon, a project of the Wisconsin Dept. of Public Instruction, Wisconsin Public Television, Wisconsin Public Radio, Volunteer Centers of Wisconsin, United Way of Wisconsin, and the Retired and Senior Volunteer Program.

Sample Volunteer Pledge Form / Checklist

Your school district needs your help to support our community of learners. If you can help, please use this form to pledge your volunteer hours for this school year.

Name			❑ Student ❑ School Parent ❑ Retired ❑ Other Community Member
Street Address			Telephone Area/No. (Home)
City	State	Zip	Telephone Area/No. (Work)

Please check areas of interest below.

Academic

- ❑ Listen to students read.
- ❑ Conduct flash card drills.
- ❑ Tell stories to students.
- ❑ Help students use IMC resources.
- ❑ Tape record textbooks so that students who have reading problems can listen to cassettes as they read their assignments.
- ❑ Assist in science and math labs.
- ❑ Help in vocational classrooms and labs, such as agribusiness, business/marketing, FACE, and technology education classes.
- ❑ Help students who have been absent make up missed work.
- ❑ Assist non-English speaking students in expanding their vocabulary/conversation.
- ❑ Play instructional games.

Exceptional Needs

- ❑ Work with underachievers.
- ❑ Prepare tactile material for visually impaired students.
- ❑ Assist special education teacher in giving students extra drill and reinforcing concepts.
- ❑ Help students share their own experiences, such as what it is like to be a person with a disability and how the disability impacts on relationships and career choice.
- ❑ Work on perceptual activities.
- ❑ Work with children with disabilities.
- ❑ Assist special education teacher giving students extra drill and reinforcement of concepts.
- ❑ Help students with motor skill problems.
- ❑ Reinforce specific skills.
- ❑ Talk to children; be a friend.
- ❑ Help with handwriting practice.

Enrichment

- ❑ Prepare bulletin boards.
- ❑ Make props for plays.
- ❑ Gather resource materials.
- ❑ Help students with keyboarding.
- ❑ Help students with arts and crafts.
- ❑ Make lists of resource materials.
- ❑ Discuss careers, training opportunities, and college selection.
- ❑ Bring in community resource people to speak on experiences and expertise.
- ❑ Describe personal participation in political campaigns and local history.
- ❑ Encourage and assist in fine arts.
- ❑ Help student with foreign language.
- ❑ Play musical instruments for students.
- ❑ Dramatize a story.
- ❑ Discuss/participate in special occasions/ holidays.
- ❑ Demonstrate hobbies, pioneer crafts, and special interests.
- ❑ Provide time to illustrate, organize, and print writing projects.
- ❑ Assist staffs of student publications, yearbooks, newspapers, and AV productions.
- ❑ Show personal slides.

❑ *Other*: Please use this area to further clarify your request or to explain a need not on the checklist.

Total number of volunteer hours pledged for the current school year.

Signature ➤	Date

Please return this form to:

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See matching Teacher Request for Volunteer Service form on page 16.

Sample Certificate

Volunteer-A-Thon

Certificate of Appreciation

presented to

_____

for your contributions as a school volunteer

_____
Signature

_____
Date

Part II

Adult Volunteers in the School

How to Start a Volunteer Program

Parents, senior citizens, and businesses are largely untapped resources for schools, yet many of them would be willing to help if asked.

A volunteer program in the school can

- reinforce the efforts of teachers.
- enrich the learning opportunities of children.
- supplement the curriculum by making available the talents and resources of the community.
- broaden community understanding of school needs and goals.
- promote school-community relations.

Volunteers contribute to successful family-school-community partnerships (see appendix).

First Steps

Examine your needs. How can school volunteers help?

Investigate the climate. Talk with teachers and other school staff about using volunteers.

Talk to representatives of the groups you want to involve in the school volunteer program, both volunteers and users of volunteers. These include the school board, teachers, librarians, PTA, senior citizen groups, Chamber of Commerce, local service clubs, and human services agencies, and local businesses.

Approach potential volunteers and their organizations. Be specific about the kind of support and the number of volunteers you need.

Provide a brief article for the organization's newsletter and follow up your request with a letter of thanks.

Plan Goals and Organization

Select goals for your volunteer program that have specific, measurable objectives. Make sure to involve in the goal setting those staff who will work with volunteers. Also determine how you will measure results of such goals as

- raising student achievement in reading and math,
- reducing absenteeism in high school,
- improving the community's attitudes toward the schools, and
- increasing community involvement in schools.

Get written school board support for the school volunteer program. This support gives the program added prestige in the community. The volunteer coordinator should make periodic reports to the school board.

Plan your program. Write a job description for the districtwide school volunteer coordinator, preferably a paid position. What skills should this person have? Job duties include:

- interviewing and screening volunteer applicants,
- coordinating the volunteer program within each individual school,
- receiving the teachers' requests for volunteer assistance.

Write job descriptions for all volunteer tasks. Teachers and librarians should list the kinds of help they want and at which hours of which days.

Check on policies and laws relating to volunteers. Can volunteers ride the school bus, receive insurance coverage, serve in their own child's classroom, bring preschool children along on days they work at school, or receive free school lunches?

Learn the health requirements for school volunteers, such as tubercular skin tests or chest x-rays. Perhaps you can arrange to have volunteers take the health test at one site or arrange for transportation to a health clinic.

Establish a system for recording volunteer hours and types of contributions. Use the data to tell the community of your program's achievements and degree of involvement.

Recruit and Keep Volunteers

Plan recruitment strategies. Some school volunteer programs produce their own leaflets and posters; some send letters to parents of students; and some leave printed bookmarks in the local library. Find out where other community agencies get volunteers and how and where other school volunteer programs recruit.

Maintain volunteer morale. The coordinator must keep in touch with volunteers and teachers who participate in the program and provide ways for them to meet and discuss the program.

Volunteer appreciation and recognition take many forms, such as thank you notes from teachers and students, formal recognition ceremonies and dinners, honor certificates, and workshop attendance.

Motivate volunteers. Job satisfaction is the best motivator; be sure the volunteer is matched well with the job. Invite volunteers to school social functions. Give more challenging work to volunteers who desire it. For example, volunteers may want to learn word processing to help with their work. A verbal thank you or short notes of praise sent to each volunteer are simple but effective ways of showing appreciation and building motivation.

Evaluate

Plan for a continuing evaluation of the program. Many of the results of a good school volunteer program cannot be measured—the change in a child's attitude toward learning, improvement in a student's self-image, the warmth of the volunteer-child relationship. All participants should be asked to evaluate the program from their own point of view. Evaluation results should point out the strengths and weaknesses of the program.

Communicate. Types of communications include:

- personal and phone contact between coordinators and other program staff members,
- meetings for volunteers to discuss their service and learn about the program and other opportunities,
- a school volunteer newsletter or column in the school newsletter or community newspaper sent to all volunteers and program participants,
- information on the volunteer program in the annual report from the school board.

These suggestions on how to start a volunteer program are adapted from *School Volunteer Program,* National Association of Partners in Education, 209 Madison Street, Suite 401, Alexandria, VA 22314. (703) 836-4880.

Sample Design and Organization of a Volunteer Program

The school district volunteer program is an organization of individuals who work in schools under the direction of principals, teachers, and other personnel to strengthen the school program and to enrich the learning experience of students.

The program is endorsed by the school board and the superintendent. Responsibility for organizing the program and establishing cooperative working arrangements with district staff rests with the district's coordinator of public information and volunteer program coordinator.

Responsibilities

Coordinator of Public Information

— Serves as liaison between individual schools and the public.

— Supervises the volunteer program coordinator.

Volunteer Program Coordinator

— Manages coordination between the central volunteer office and the schools.

— Recruits and supervises school volunteers.

— Trains and orients school volunteers.

— Promotes positive public relations between the schools and community.

— Evaluates the progress of the program (surveys, observation, periodic and year-end reports).

Principal

The principal serves as supervisor of the volunteer program.

— Informs staff members of the program and enlists their support.

— Helps to identify the types of volunteer services needed by staff.

— Outlines specific school procedures volunteers should follow.

— Makes work space available to volunteers and provides access to lounge and restroom facilities.

— Meets with volunteers and staff to create team spirit.

— Helps to evaluate the services of volunteers.

Building Coordinator

The building coordinator works under the direction of the principal and in cooperation with the district volunteer coordinator.

— Processes requests for volunteer aid.

— Recruits and assigns volunteers.

— Keeps files and records of volunteer activities within the school.

— Confers with the principal and staff as necessary.

— Helps to make good use of volunteers.

— Checks with volunteers who miss time or are unable to fulfill a specific assignment as scheduled.

— Arranges for recognition of volunteers within the school.

Teachers

Teachers request and involve volunteers in the curriculum.

— Plan and direct the work of the volunteer.

— Notify the volunteer or volunteer coordinator if the volunteer will not be needed at the regular time.

— Release an unoccupied volunteer to help another teacher.

— Anticipate the information the volunteer will need to carry out assigned duties, i.e., where to find materials and how to set up an activity.

— Avoid assigning responsibilities beyond the volunteer's abilities.

— Expect the volunteer to be punctual, on task, and to accept direction from the teacher.

Volunteers

Volunteers contribute and are responsible for maintaining a professional attitude of mutual respect and competence.

— Offer supportive and supplemental service under professional supervision and direction.

— Are punctual and reliable in fulfilling assignments and notifying the school in case of absence.

— Become familiar with school and classroom policies and practices.

— Are willing to adjust to the teacher's way of doing things and follow directions.

— Participate in information-sharing conferences and training as needed.

Using Community Resources and Recruiting Volunteers

Resource Areas

— Reading, math, and related subjects

— Students with exceptional needs

— Art, music, and physical education

— Occupations

— Special interests

— Special abilities

— Hobbies

Recruitment

To recruit volunteers:

— Involve school parent-teacher organizations

— Send surveys of interest to parents

— Make presentations at community organizations, such as service clubs and fraternal, social, and retired educators' groups

— Reach out to the public through media advertising and surveying

Orientation

General orientation of volunteers will cover these areas:

— Confidentiality

— District policies

— Discipline procedures

Training

Volunteers will be specifically trained to:

— conduct reading activities with students,

— tutor students, as directed by teachers,

— give special assistance to students with exceptional needs.

Evaluation

Through interviews, questionnaires, and informal conversations, the following areas should be evaluated:

— Program's success at meeting the needs of children and job market demands

— Effectiveness of the orientation/training sessions

— Effectiveness of program procedures

— General effectiveness of the program

Contributed by the Janesville Public Schools, Janesville, WI.

Sample School Board Policy on Volunteer Helpers

Services of volunteers may be accepted by the board, the district administrator, central office administrators, and building principals and assistant principals.

Volunteers may come from all backgrounds and all age groups and may include any persons willing to give their time to help students and school staff. Volunteers may be involved in virtually every facet of the operation of the school district, working with students on a one-to-one basis or performing tasks not involving students. Duties may involve services to the libraries, classrooms, athletic events, music programs, field trips, and similar activities.

School personnel will identify appropriate tasks for volunteers and will plan inservice activities for them so they may become skilled in performing those tasks.

Volunteers will not teach but may reinforce skills taught by the professional staff.

Volunteers may not provide transportation to students in their personal automobiles for any school-sponsored activities.

For the purpose of the district's insurance program, volunteers will be required to make written application for specified services, and such services will be accepted in writing by the appropriate school personnel listed in paragraph one of this policy. The completed form will be retained in the files of the school official accepting the services of the volunteers, and a copy will be forwarded to the coordinator of volunteer services.

REF: Wisconsin Statute 118.29(2),Wisconsin Statute 118.295, Wisconsin Statute 120.12(2)

This sample school board policy is provided by Janesville Public Schools, Janesville, Wisconsin.

"School Volunteer: anyone who supports school goals and children's learning or development in any way, at any place, and at any time--not just during the school day and at the school building." Joyce Epstein, director, National Partnership-2000 Schools Network

All contributions are valuable. Not everyone can volunteer at school during the day or on a regular basis, but with a little creativity, even the busiest person can find time to contribute. Volunteering is as diverse as the individual volunteering. To some, volunteering is commitment of a set amount of time every week. As valuable as that commitment is, all kinds of contributions are needed--from the once-a-year baker for the bake sale to the twice-a-week classroom tutor. Some wonderful contributions can be made behind-the-scenes and result in some worthwhile connections for your school.

What makes a good volunteer? Just about anyone willing to contribute in a positive way to the organization needing help. The following article on "What Makes a Good PTA Member?" points out that volunteering is a two-way proposition.

What Makes a Good PTA Member?

Reprinted with permission from Our Children, November/December 1995, official publication of the National PTA

What makes a good PTA member? Powerful arms for protecting children; big hands to hold lots of little hands; a big heart, a quick mind, an open pocketbook, great courage, and deep patience. This probably describes someone's dream member more than a real flesh and blood volunteer. But what do you look for in seeking out good PTA members? Volunteers who come to every meeting? Spend 20 hours a month working for the PTA? Spend two hours a month working for the PTA? Pay dues?

Volunteers come in all shapes and sizes, and join and work in organizations for as many different reasons as there are people on the earth. The question, then, of what makes a good member must include the other side of the story. Rather than ask what the PTA can get from its members, we should ask what the PTA can offer to help them be good members.

There is no substitute for knowing what your members want out of their involvement with PTA. After your organization receives their dues, simply ask them—via phone, letter, or face to face—"How can the PTA help you get what you want out of being a PTA member?" Once you know these answers, you can make the best use of members' time.

Are you only interested in finding a few "supermembers" willing to commit 100 percent of their time? Are you looking for a number of members who can commit something to PTA each month? Are you after members who will pay their PTA dues? Why not pursue all of these types of members? Some members will feel their commitment to the PTA is fulfilled when they pay their dues. That should make them no less important in the grand scheme of things. More members means more help, more resources, and more successes. The more successes your PTA enjoys, the more members it will attract. The cycle builds on itself, with your PTA's growth and level of success contributing to each other in turn.

If you have a member who puts in 20 hours monthly and another who puts in two hours monthly, do you treat the 20-hour member differently from the two-hour member? The 20-hour member may have that much time to commit, while the two-hour member may not. It shouldn't be your concern who spends what time where beyond the PTA. What's important is that you help the two-hour members be happy with what they're doing for PTA. If the two hours is what they choose to offer, that still means they are 100 percent vested in the PTA. It's up to us as leaders to help all our members feel that whatever work they choose to do with the PTA is substantive, even if they don't fit our personal idea of what makes a good member. After all, people join to be advocates for children in some way. Giving volunteers substance in their membership is the best way to get substance in the PTA's results.

A Teacher's Guide to Using School Volunteers

The effectiveness of school volunteers depends largely upon the skillful guidance of the classroom teacher. The attitude of the teacher toward the volunteer can encourage and inspire, or it can discourage and defeat.

Following are some answers to questions teachers frequently ask when they consider using volunteers.

What are school volunteers?

School volunteers are the parents, students, senior citizens, service organization members, and other community members who care about students and want to help the school district. They perform a variety of tasks, including reading to students, sharing hobbies and careers, and assisting with clerical or classroom duties.

Why do I need a school volunteer?

Some of your teaching ideas may require more than two hands to make them succeed. You may need more time to prepare special projects or exhibits, or you may need more time with a student who needs a little extra attention or just someone to talk to.

Can a volunteer lighten the load or enrich the curriculum?

Yes! Are there nonteaching jobs which require gathering and organizing material for the classroom or bulletin boards? Maybe you just need an extra set of eyes and ears.

Are volunteers trained and oriented?

All volunteers are required to attend an orientation meeting which explains what is expected of them, including areas such as confidentiality, organization of the program, and reliability. You may want to give additional training to help volunteers become familiar with the environment of your classroom.

What types of volunteers are available?

Academic long-term volunteers are assigned to a specific staff member and participate directly with students in an academic setting.

Short-term volunteers help in areas where assistance is needed for a limited time, including classroom projects, plays, or special study units held during the year.

Community resource volunteers are people with special interests, hobbies, or talents who can be called on to share their travels, careers, or other knowledge with students.

What are the responsibilities of volunteers?

Volunteers are directly responsible to the teacher and must notify the school if they will be late or absent. If a problem occurs, the teacher should address it immediately or contact the principal or the district volunteer coordinator if further action is needed.

The volunteers who come to school vary as greatly in their strengths and weaknesses as students do. They come with a real desire to help. With patience, respect, and guidance, they will work with the teacher to benefit students. That's what the school volunteer program is all about!

Contributed by the Janesville Public Schools, Janesville, Wisconsin

Teachers: Vital Links in the School Volunteer Program

The teacher who uses school volunteers is the most important link in the entire volunteer program. More than anyone else, it is the teacher who determines the success or failure of the volunteer program.

Tips to help teachers conduct a successful program

- Get to know the volunteer. Take advantage of his or her special interests, talents, and skills in the activities you plan.
- Assume responsibility for introducing volunteers to the school staff and students with whom they will be working.
- Explain your classroom's rules and basic management procedures.
- Explain the purpose and importance of tasks so the volunteer understands how his or her contributions will help.
- Let the volunteer watch your teaching techniques as you demonstrate activities for students.
- Encourage the volunteer to help plan activities or make suggestions.
- Say "we," not "I," to help the volunteer feel included.
- Plan specific and clearly defined activities for the volunteer.
- As abilities and strengths become apparent, increase the volunteer's responsibilities.
- Provide a regular time each week to plan with the volunteer.
- Make time to ask the volunteer for feedback about his or her progress or to answer any questions.
- Give directions and explanations in nontechnical terms but don't "talk down" to a volunteer.
- Give credit when it is due!
- Recognize the contributions of the volunteer through daily expressions of appreciation and encouragement as well as with certificates of appreciation presented at a school ceremony.
- Remember, there are some responsibilities that should NOT be delegated to a volunteer:

— diagnosing
— consulting with parents
— evaluating on a formal basis
— prescribing
— providing initial instruction
— disciplining students

Contributed by the National Association of Partners in Education, Inc., 209 Madison Street, Suite 401, Alexandria, VA 22314 (703) 836-4880.

Teacher Request for Volunteer Service

Teacher's Name	Grade	Date of request
Position	**Days volunteer(s) needed**	
Time of day volunteer(s) needed	**Amount of time needed**	

Activities for Volunteers

Academic

- ❑ Listen to students read.
- ❑ Conduct flash card drills.
- ❑ Tell stories to students.
- ❑ Help students use IMC resources.
- ❑ Tape record textbooks so that students who have reading problems can listen to cassettes as they read their assignments.
- ❑ Assist in science and math labs.
- ❑ Help in vocational classrooms and labs, such as agribusiness, business/ marketing, FACE, and technology education classes.
- ❑ Help students who have been absent make up missed work.
- ❑ Assist non-English speaking students in expanding their vocabulary/ conversation.
- ❑ Play instructional games.

Exceptional Needs

- ❑ Work with underachievers.
- ❑ Prepare tactile material for visually impaired students.
- ❑ Assist special education teacher in giving students extra drill and reinforcing concepts.
- ❑ Help students share their own experiences, such as what it is like to be a person with a disability and how the disability impacts on relationships and career choice.
- ❑ Work on perceptual activities.
- ❑ Work with children with disabilities.
- ❑ Assist special education teacher giving students extra drill and reinforcement of concepts.
- ❑ Help students with motor skill problems.
- ❑ Reinforce specific skills.
- ❑ Talk to children; be a friend.
- ❑ Help with handwriting practice.

Enrichment

- ❑ Prepare bulletin boards.
- ❑ Make props for plays.
- ❑ Gather resource materials.
- ❑ Help students with keyboarding.
- ❑ Help students with arts and crafts.
- ❑ Make lists of resource materials.
- ❑ Discuss careers, training opportunities, and college selection.
- ❑ Bring in community resource people to speak on experiences and expertise.
- ❑ Describe personal participation in political campaigns and local history.
- ❑ Encourage and assist in fine arts.
- ❑ Help student with foreign language.
- ❑ Play musical instruments for students.
- ❑ Dramatize a story.
- ❑ Discuss/participate in special occasions/ holidays.
- ❑ Demonstrate hobbies, pioneer crafts, and special interests.
- ❑ Provide time to illustrate, organize, and print writing projects.
- ❑ Assist staffs of student publications, yearbooks, newspapers, and AV productions.
- ❑ Show personal slides.

❑ *Other*: Please use this area to further clarify your request or to explain a need not on the check list.

I understand that this request is not a guarantee of receiving volunteer help as the availability of volunteers varies.

Name of School

Teacher's Signature ➤	Date
Principal's Signature ➤	Date

Contributed by the Janesville Public Schools, Janesville, Wisconsin *See matching Volunteer Pledge Form / Checklist on page 5.*

BEST COPY AVAILABLE

Give Recognition to Volunteers (and teachers, parents, and students)

Almost everyone appreciates recognition for a job well done. Showing appreciation to volunteers, teachers, parents, and students contributes to their continuing to perform at a high level of efficiency and contentment. Here are ways to show recognition and sensitivity toward volunteers in school.

- Smile
- Greet by name
- Send a birthday card
- Say "We missed you"
- Take time to talk
- Promote a Volunteer of the Month program
- Surprise with coffee and cake
- Greet volunteers when they come to help
- Maintain safe working conditions
- Have a volunteer suggestion box
- Arrange for discounts
- Award plaques to sponsoring clubs/groups
- Take time to explain fully
- Hold rap sessions
- Place recognition article in newsletter
- Give adequate orientation
- Invite to school functions
- Say "thank you"
- Send letter of appreciation to employer
- Nominate for volunteer awards
- Welcome to staff coffee breaks
- Encourage administrators to talk with them
- Ask for a report
- Be pleasant
- Give them challenging jobs
- Enlist to train other volunteers
- Send a holiday card
- Use as consultants
- Enable to grow on the job
- Enable to grow out of the job
- Maintain file of volunteers
- Provide training
- Have a public reception
- Give additional responsibility
- Provide childcare
- Respect their preferences

Ideas for Family Volunteering

Hands. Little hands and big hands. Wrinkled hands and chubby hands. Hands with gnarled knuckles and hands with painted nails. Helping hands come in all shapes and sizes—and ages. They are the helping hands of family members who pitch in to clean up a park or clean up a little face, hold a book being read to a youngster or hold a family back-to-school picnic.

More and more schools are discovering that involving parents in the education of children becomes easier when the whole family is invited to participate as volunteers who care and who learn by doing. Family volunteering adds a dynamic element to school volunteer efforts, connecting schools to the community in a new and vibrant way. From preschoolers to grandparents, everyone can do something.

What are some benefits of family volunteering?

For Families

- Provides opportunities to spend additional time together as a family and create a history of "family memories."
- Increases the sense of individual, family, and cultural pride.
- Provides children with the "best" role models—their own family members.
- Provides learning experience and skills development.
- Provides an opportunity to address critical needs of families or neighborhoods by empowering individuals.
- Passes on values and a sense of civic responsibility to each generation.

For Schools

- Welcomes and connects with all families and segments of the community—parents and nonparents, business and civic organizations, preschoolers and golden agers.

- Creates opportunities for single-parent and working parent families who might otherwise have difficulty volunteering.
- Cultivates community-wide familiarity with and support for the mission of the schools.
- Provides a wider, longer-term pool of volunteers with ideas and expertise to meet the needs of children, families, and schools.

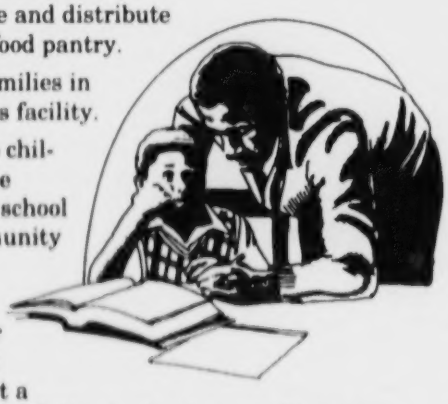
For Communities

- Sensitizes and educates families about community issues, service systems, and the difference that participating citizens make.
- Strengthens social networks among families and builds a sense of community with institutions they are affiliated with: schools, the workplace, parks, civic groups, etc.

What Are the Challenges?

The challenge is in designing opportunities for families to volunteer, especially in considering families' time demands and the types of activities that individuals of all ages and backgrounds can learn from and enjoy. Be sure to design volunteer opportunities around existing needs in your school and community. Here are some ways that families can volunteer:

- Tutor or mentor children.
- Provide meals for a homebound neighbor on a regularly scheduled day.
- Package and distribute food at a food pantry.
- Visit families in a homeless facility.
- Read to children or the elderly at school or a community center.



- Teach reading or writing to children at a school or to adults at a local nonprofit agency.
- Visit those in need. Offer to clean the house or yard, help with a task, or just listen.
- Provide free childcare to parents struggling to attend school or work.
- Take turns transporting someone with a regularly-scheduled medical or educational need.
- Organize or participate in environmental projects in your school or neighborhood such as tree plantings or recycling drives.
- Provide animal care for community parks or nature preserves in your area.
- Clean up a nearby park, beach, hiking trail, or other public area.
- Arrange a history or storytelling hour at a school, community center, or nursing home.
- Organize a community garden to beautify an unused plot of land.
- Volunteer to repair housing facilities in your community or to improve a school playground.

Tips for Getting Started

Fold a family volunteering program into your school's ongoing programs. You don't necessarily have to start something new, but do consider these tips.

Start small. Begin with one program that involves families.

Test your ideas. Try out what you think will work before making a long-term commitment to it.

Ask families. Involve families in planning and designing volunteer activities. They will have valuable ideas about what works and what is needed.

Learn from others and network. Ask other groups for advice about how to work with family volunteers. Create partnerships where appropriate.

Match families to suitable projects. If possible, allow families to choose from a variety of volunteering opportunities. A project that's right for an older adult-teen family may not be suitable for a younger adult-toddler family.

Ask for feedback. Find out how a family feels about what they're doing and what ideas they have for doing it differently or better.

Get teachers on board from the start. Make sure teachers are included in planning and designing family volunteer efforts. They will be a valuable source of support and information about how family volunteer activities can enhance what students are learning in school.

Recognize your volunteers. Families need to be commended for their volunteer efforts just as individual volunteers do. Recognize them in similar ways.

This article is adapted from information presented by *Family Matters*, a program of The Points of Light Foundation. For more information about family volunteering, write Gretchen Van Fossan, National Program Manager, Family Matters, 1737 H Street NW, Washington, DC, 20006 or call 202-223-9186, ext. 117.

For information about volunteering and youth service learning programs in Wisconsin, contact Stan Potts, Community Education Consultant, Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841, telephone (608) 266-3569.

Ideas for Involving Retired Persons in the Schools

The Benefits

Intergenerational programs—bringing youth and older adults together—can become natural in schools.

An intergenerational partnership

- brings experience to those who need experience.
- creates mutual understanding through dialog and face-to-face contact.
- promotes school as a learning center for all ages.
- promotes positive older adult images to youth.
- brings lessons of the past and real-life experiences into the classroom.
- offers older adults an opportunity to contribute.

Program Ideas

Tutoring. Retired persons tutor students on a one-to-one basis or in small groups in reading and other subjects.

Room Grandparents. This is a new concept at the elementary level that goes beyond just tutoring. The "grandparents" spend time with the students on a more informal basis than tutoring. They bring a wide variety of cultural and educational experiences into the classroom once or twice a week.

Mentorships. Volunteers work with talented and gifted students on special projects.

Computer Laboratory Assistant. Volunteers with computer knowledge and experience can tutor students.

Folk Fair. This day-long activity in a school gymnasium allows 30 to 40 retired persons to share their crafts, arts, skills, and music with the students. This is an excellent way to keep alive cultural and ethnic heritage.

Apprenticeships. Volunteers work with small groups of students on a regular basis—perhaps after school— in a concentrated craft, hobby, or interest area.

Teaching Arts and Crafts. Volunteers help students with arts and crafts projects in classes or small groups.

Musical Presentations. "Kitchen bands," musical groups, and individual musicians share their talents and skills with students.

Aging Seminars/Discussion Groups. Older volunteers discuss their personal history and attitudes about growing older or discuss current events issues with middle school students. Volunteers go to classrooms and talk to small groups of students for one or two sessions.

Oral History. Volunteers come into the classroom to talk about what schools were like in their day and on other topics of interest to students. They may bring memorabilia to show.

Storytelling. This is somewhat different from relating oral history, as favorite stories from the past are told in a dramatic fashion.

Friendly Listener Projects. Volunteers are matched with third- through fifth-grade children who are either home alone after school or who desire the contact of a "grandparent." The children call the volunteers when they get home from school or when they have a problem. There are opportunities here for volunteers, parents, and students to get acquainted and to get to know each other better and thus establish lasting relationships. Screening and training are provided to the volunteer. School supervisory staff and principals are involved.

Media Center Helper. Volunteers check out books, read stories, and perform other duties as needed.

Teacher's Helper. Volunteers make bulletin boards and booklets, correct papers and workbooks, and help the teacher with other paperwork. Many of these activities can be done at home.

Special Education Projects. Volunteers make learning materials for special education programs.

Getting Started

Contact your county Commission on Aging for information on linking up with older adult volunteer programs, such as RSVP (Retired Senior Volunteer Program); form a study committee; bring in appropriate resource persons from area agencies; or design a pilot program in your school. Three good contacts at the state level include:

Community Education Program
Wisconsin Dept. of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 266-3569

Retired Senior Volunteers Program of Dane County
517 North Segoe Road
Madison, WI 53705
(608) 238-7787

Wisconsin Intergenerational Network (WIN)
P.O. Box 5171
Madison, WI 53705-0171
(608) 238-7936

One Person's Perspective on Mentoring

Jerry, a participant in the Brown County Retired Senior Volunteer Program (RSVP), has had two recent experiences as a mentor. In his mentorship of a 13-year-old Green Bay student, he met with the youth once each week. Many days they simply walked to a local restaurant and spent the time talking. Occasionally, they saw a movie. But primarily, Jerry was a friend, someone who could offer the youth trust and guidance.

When the youth's mother remarried and moved, Jerry decided it was time to start another mentorship. His second experience was quite different. The youth came from a troubled family that offered little support for school. Despite Jerry's effort to befriend the youth, the mentorship did not last long.

Research indicates that one of the single most important influences in a young person's life is the friendship of a caring adult who can be confided in and trusted. As a role model and a caring person, Jerry undoubtedly added a positive element to the troubled youth's perception of the world.

Mentoring Options

"Mentoring has become one of the most important initiatives in the education reform movement of this decade," says Susan G. Weinberger, Director of Public Affairs for the Norwalk, Connecticut, School System.

Wisconsin schools have implemented a variety of mentor programs. For example, the Wauzeka School District supports at-risk students in grades nine through 12 by matching them with adult mentors from the community. Mentors work with students on personal, social, emotional, and academic issues. Students and mentors initially spend time building trust before concentrating on other issues. Students and mentors are able to explore career options and discuss personal concerns confidentially in a safe environment.

The Racine Unified School District operates a mentor program to foster the potential of students in cooperation with the Racine Big Brothers/Big Sisters and the Racine Area Manufacturing and Commerce Association. The program offers students three options.

Student-Adult Mentoring. The adult mentor works with the training center and a small group of students.

Traditional Adult Mentor. The adult mentor provides close personal contact with a student on a weekly basis for about 30 to 60 minutes.

Vocation Mentoring. Area employers help local at-risk youth by linking students with entry-level positions in business and a local youth training center.

Mentoring Philosophy

The philosophy of vocational mentorship programs has often been compared to a braid. The strength of the braid lies in the fact that each of its strands—student, businessperson, and retiree—are combined.

An example of vocational mentorship is found at Madison's East High School. In this program, the Dane County RSVP matches retired people with at-risk high school students and places the students in a local business to help them consider career alternatives.

Some of the benefits mentors bring to the lives of the students include:

- encouraging students to graduate from school,
- helping students build self-esteem,
- acting as a bridge between school and work,
- instilling or reinforcing a good basic work ethic or study skills,
- helping to improve students thinking and reasoning skills,
- helping students to understand why they must learn to study and work independently.

Most importantly, the mentor may be the one adult in a student's life who offers complete, individual attention for the time they are together each week.

Questions schools may want to consider when starting a mentoring program include:

What kinds of problems currently exist for youth in the community?

- What groups do you want to serve and involve in the program—both the youth being served and potential adult mentors?
- Who will provide leadership and accountability for the program?
- How will the program's effectiveness be measured?
- Will existing programs duplicate your efforts?

Planning Your School's Intergenerational Program

Schools are natural settings for intergenerational activities and communication, and retired persons are natural resources for intergenerational programs. Many retired persons live within walking distance of the neighborhood school. They have the potential of being important resources to students in a variety of curriculum areas. Too often in our society, retired persons are "put out to pasture." The time, knowledge, energy, and incredible list of skills and experience they have that could be passed on to the younger generation too often go untapped.

If our older citizens are involved and knowledgeable about schools today, they are much more likely to support them. In many districts, nearly 75 percent of the taxpayers do not have children in the schools. The over-60 population will soon reach 22 percent of the total population. The importance of enlisting the interest and support of these older citizens in support of school budgets is evident.

Assess Interest

Some questions to ask before planning to undertake projects that bring retired persons into the schools are:

- Are administrators, teachers, school board members, and parents interested in the concept?
- Are there individuals who are willing to serve as a catalyst to bring school staff and community people together to do planning?

If an interested person is willing to assume the role of catalyst and there is approval to go ahead, the next step is to start networking with retired persons and the organizations that work with them in the community.

The teachers' interest is fundamental as they will have the closest contact with the retired person. Without an enthusiastic response from the teachers, there is no point in going further. The principal's voluntary participation is also necessary. These programs must have interest and support from the grassroots level to the highest administrative position to be successful.

To develop a successful program, start with a needs assessment, joint planning, shared responsibilities, and an atmosphere of trust among participants. Members of the network must be willing to share ideas and "give them away." If these elements are incorporated, the participants of your network will feel ownership of the program and will work hard to promote intergenerational activities.

After a planning committee has been formed, the roles of all members must be identified and defined. What those roles will be depends on the level of involvement the group decides to undertake.

Involvement Varies

Levels of involvement can vary. In many locations, some intergenerational contact at a minimal level has already been occurring. Older people, through clubs or nursing homes, have been coming into the schools on a sporadic basis to provide a single program in the form of idea exchanges, discussion sessions, oral history, or musical presentations. A distinction must be made between activities that are mostly social and those that are ongoing.

Other involvement may include establishing a volunteer program where youth provide chore service or "friendly visiting" to retired persons in the neighborhood. A third area of involvement is services for retired persons in the school. These involve lunches, invitations to school activities, and educational opportunities.

Suggestions for setting up an ongoing volunteer program include:

1. Conduct an inservice session explaining the concept to teachers and support staff.
2. At a later date, have teachers make written requests for specific volunteer assignments, stating times needed and job descriptions. Provide training to teachers about working with volunteers and on aging issues.
3. Form a working committee for each school or for the district as a whole. Include parents, retired persons, teachers, a principal, and community representatives. The committee will plan, recruit, publicize, and assist in implementing projects.
4. Appoint a staff volunteer coordinator for each school. The coordinator will take requests from teachers and forward them to the cooperating community agency or will recruit volunteers on their own.

Successful Programs

Successful, longtime intergenerational projects provide for

- networking with community agencies and individuals from outside the school.
- joint planning, shared responsibility, and shared credit. These lead to a sense of ownership of the program, which is necessary if the program is to continue after the "catalyst" has moved on.
- evolving programs. Start small, be flexible, and give the program time to evolve. Programs sometimes take two to three years to get established.
- measuring results. This will show you the strong points and help you improve the weak points.

The benefits that result from these projects far outweigh the cost of the extra effort, time, and, sometimes, funds that need to go into them to make them work.

Retired persons gain self-esteem and feel needed and appreciated when they become involved in helping students. The students gain appreciation for cultural heritage and history and receive help with the basics through these projects. They also gain in self-esteem from the shared friendships and the individual attention. Teachers benefit from the assistance and enrichment that volunteers provide. The school reflects the warmth and caring that results from having retired persons become a part of the life of the school.

Community Benefits

Further benefits to the community are the breaking down of age stereotypes and the bringing together of ages that have been segregated from one another. The result is a neighborhood or community that cares about its members and does not pit one age group against another for scarce resources.

Volunteer Risk Management:

An Ounce of Prevention is Worth a Pound of Cure

Volunteer programs, like other school projects, must have sound planning, policies, and regulations. This must be combined with a risk management plan for your anticipated or current volunteer program. Consider legal issues, volunteer liability, and risk management procedures. Be concerned about the safety and well-being of the children involved, volunteers, and the sponsoring agencies/organizations/schools. Programs need to consider the following essential elements in designing projects:

Volunteer Screening

- Will there be character references provided?
- Will a police check be necessary (state, county, and local)?
- What are you legally permitted to ask on an application regarding arrest or conviction record?
- Do you need to conduct psychological testing?

Policies on Activities

- Will there be in-home activities? If so, will any restrictions apply?
- Will there be inservice, support groups for volunteers, and on-going monitoring by staff?
- Will staff be trained to notice "red flags" when interviewing or monitoring volunteers?
- Will staff be trained on pedophilia or other sexual abuse subjects?

Risk Management

- Will there be a self-evaluation of risks that may occur to client, volunteer, or agency?

Volunteer Liability

- Will staff and board be trained on legal issues, e.g., negligence?
- Will there be a plan of action in place to handle allegations of abuse by a volunteer?
- Will you know what to do if you are sued?

State/Local Statutes

- Are there age limitations in your state for youth volunteers?
- What other state/local statutes should you know about that affect volunteers?
- Do volunteers need to be tested for hepatitis, TB, etc.?

Community Standards

- What is the norm in your community for policies and procedures on screening, training, and monitoring volunteers?

Source: This article is from *Intergenerational News*, RSVP of Dane County, 517 North Segoe Road, Madison WI 53705.

Resources for Volunteer Risk Management

The following five books (as well as other titles on the subject of risk management) are available from the Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, D.C. 20036-5004. Telephone: 202/785-3891. FAX: 202/833-5747.

"Avoiding a Crash Course— Auto Liability, Insurance and Safety for Nonprofits," 1995, 44 pages.

"Just Kidding: A Serious Commitment to Safe Service Opportunities for Young People." Due out in April 1996; approximately 100 pages.

"No Surprises— Controlling Risks in Volunteer Programs," 1993, 60 pages.

"Staff Screening Tool Kit— Keeping the Bad Apples Out of Your Organization," 1994, 116 pages.

"State Liability Laws for Charitable Organizations and Volunteers," 1993, 54 pages.

The Minnesota State Office on Volunteerism offers "Planning it Safe: How to Control Liability and Risk in Volunteer Programs," #10-45. $17.95 + s/h. Minnesota Bookstore, 117 University Avenue, St. Paul, MN 55155. Telephone: 612/297-3000.

Volunteer-A-Thon

Part III

Youth Service-Learning

Wisconsin Vision for Youth Service-Learning

Wisconsin will provide students with the opportunity to become productive and responsible citizens through youth service.

The Corporation for National and Community Services, was established by Congress in 1991 to encourage youth volunteerism. By awarding "Learn and Serve America" grants to states, it supports the development of youth service-learning programs.

Youth Service-Learning in Wisconsin

- helps students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and the community;
- is integrated into the students' academic curriculum or provides structured time for students to think, talk, or write about what they did and saw during the actual service activity;
- provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- extends student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Learn and Serve America—The Test

Use this "test" to help determine if a project is a service-learning activity. These questions are intended to act as a guide in making an informed decision about your service-learning project.

- Are the students involved in the planning of the project? Are community groups/agencies/ organizations partners in the project? In what way?
- Is the service meeting a "real" and meaningful community need? How was the need determined and identified? Who is the recipient of the service?
- Is the service activity connected with classroom learning/curriculum? What about afterschool projects? Who are the beneficiaries?
- Is there an opportunity for students to reflect on the experience? Do the students talk or write about what happened? How are the students involved in the planning and evaluation of the next project?

CESA Contacts

The following staff members from the Cooperative Educational Service Agencies (CESAs) can provide assistance for schools seeking more information about Learn and Serve America:

Jim Heiden
CESA 1 (414) 546-3000 ext. 413
West Allis

Carole Klopp
CESA 2 (608) 232-2860
Madison

Gary Baxter
CESA 3 (608) 822-3276
Fennimore

Judy Aakre
CESA 4 (608) 785-9373
Onalaska

Donna Sunby
CESA 5 (608) 742-8811 ext. 281
Portage

Mary Nelson
CESA 6 (414) 236-0531
Oshkosh

Lynn Mullins
CESA 7 (414) 492-5960
Green Bay

Nancy Estrem-Fuller
CESA 8 (414) 855-2114 ext. 228
Gillett

Jayne Werner
CESA 9 (715) 453-2141
Tomahawk

Mary Lorberter
CESA 10 (715) 720-2036
Chippewa Falls

Cindy Becker
CESA 11 (715) 986-2020
Turtle Lake

Jim Lee
CESA 12 (715) 682-2363 ext. 124
Ashland

A Sampler of Projects

Youth aren't just voiceless users. They can be part of community solutions for a better tomorrow. Youth must be thought of as leaders, thinkers, doers, sharers, creators, and thus, offered opportunities to make positive change.

By re-thinking how children succeed in school, service-learning is a natural "fit." Students are able to retain information and improve their understanding through experiential learning, especially through service to others. Students can acquire an appreciation for service learning, especially through service to others.

Students acquire an appreciation for service at **McFarland** Indian Mound Middle School by performing home chores for elderly people with disabilities. High school students in **Wisconsin Rapids** assist second-grade students to plan for "service-at-home." Twenty-five high-risk students in the **Flambeau** district renovated a run-down movie house into a community theater as a summer project.

These and hundreds of other projects throughout Wisconsin demonstrate that Wisconsin youth, when given the opportunity, can make a difference in their communities through service, sharing, and pride.

As a result of the 111 federal Learn and Serve America grants awarded in 1994-95, more than 12,500 students participated in service-learning activities such as the following.

- Two hundred **Cedarburg** students helped in an adult literacy center, the humane society, city hall, and local hospitals.
- In **Germantown**, 150 at-risk middle school students offered tutoring for a "Teachers for Tomorrow" program.
- In **Wauwautosa**, middle school students studied their community and developed an improvement plan that resulted in service for the local libraries, the mayor's office, Tosa Recycles, the local Mothers Against Drunk Driving (M.A.D.D.) Chapter, PTA, and local nursing homes.
- Students in **Cambridge** manage a lake water management project.
- **DeForest** alternative school students offered lawn/leaf cleanup for senior citizens, adopted a family for the holidays, and helped the DNR at an environmental center.
- Students at **Holmen** presented "Kids on the Block" to increase awareness about disabilities and diversity for other students, sponsored a party for Head Start children, and coordinated existing service projects such as SHARE (peer helpers), Project PALS, and Big Friends.
- Sixty-five **West Salem** students planned and implemented peer helping, clowns for prevention, National Honor Society, and student council.
- **Webb** High School integrates service-learning with all 750 students with thematic/integrated instruction.
- The entire **Fall River** High School planned a drug awareness week as part of the social problems curriculum.
- **Adams-Friendship** High School students tutor low-achieving elementary students.
- **Ashwaubenon** students established a senior citizen prom in conjunction with the high school prom.
- **Shawano-Gresham** students volunteer for community events, such as park clean-up, nursing home visitations, and home chores for older adults.

This list only partially illustrates how students serve their communities throughout Wisconsin as a direct result of Learn and Serve America—Wisconsin style.

A number of community-based organizations operated successful service-learning projects, including volunteer centers in Waukesha, La Crosse, Milwaukee, Ozaukee, Marathon, and Brown Counties; the Volunteer Center of East Central Wisconsin, the Volunteer Center of Greater Milwaukee; Dane County RSVP; Wisconsin 4-H Foundation; the Town of Vernon; the Wisconsin Community Education Association; Briarpatch in Madison; the city of Eau Claire; ARCh Youth Team in Waukesha; the Boys and Girls Club of Greater Milwaukee; the Cable Natural History Museum; Youth Services of the Fox Valley Region; North Central Community Action Program; Milwaukee Council on Alcoholism and Drug Dependence; Lutheran Hospital—La Crosse; Children's Outing Association, Milwaukee; United Community Center, Milwaukee; YMCA of Metropolitan Milwaukee; and Portage Education Association.

For more details, contact your CESA representative.

Core Elements of Effective Service-Learning Activities

What essential core elements do effective service-learning programs contain? Following are some tips from the National Youth Leadership Council to help ensure a successful program.

Orientation and Training for Students

Prior to service, students should learn about

- responsibilities of the actual service work
- the individuals to be served
- social/contextual issues related to the service
- the service site (agency/school purpose, functions)
- problem-solving around difficult situations that may arise
- group-building among participants

Meaningful Service

- Are programs designed around real community needs?
- Are the students significantly involved with the school and agency placement contact people in defining and designing the service experience?
- Are the school and agency placements committed to the program goals and willing to work in partnership to achieve them?
- Is the service work engaging, challenging, and meaningful for the student?
- Do the school and agency contact people work effectively with students?

Structured Reflection

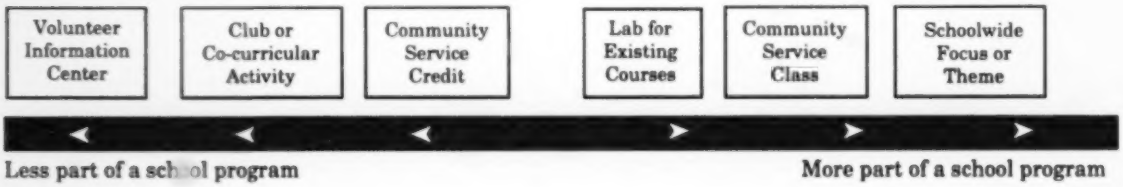
Effective service-learning programs

- guard against reinforcing inaccurate perceptions/biases by providing a "reality check,"
- provide real-life opportunities for problem-solving,
- educate on general issues related to the service (i.e., family, socio-economic, cross-cultural, developmental issues in cross-age mentoring programs),
- clarify values as students confront new situations,
- integrate service and related learning with the rest of one's life, and
- build community among participants.

Contributed by the National Youth Leadership Council (NYLC), 1910 West County Road B, St. Paul, MN 55113.

Integrating Service Learning into the Curriculum

The following continuum represents a movement from a curriculum involving least-integrated service activities on the left to a curriculum involving most-integrated service activities on the right.


Volunteer Information Center
Club or Co-curricular Activity
Community Service Credit
Lab for Existing Courses
Community Service Class
Schoolwide Focus or Theme
Less part of a school program
More part of a school program

Volunteer Information Center

The center is a place in the school where students can learn about volunteer opportunities to be completed before or after school.

Club or Co-curricular Activity

The student performs community service under the auspices of an after-school club or activity. Some clubs, such as the high school Kiwanis Club, focus on service while others, such as the Honor Society, consider service as one component. Schools typically provide a faculty advisor, sometimes as a volunteer and sometimes as a paid staff member.

Community Service Credit

Schools offer credit for those who earn it according to pre-established guidelines. In some schools, credit is earned for an established number of hours. In others, students are required to perform a specific number of hours in order to graduate.

Laboratory for Existing Courses

Students perform service as a way to gather, test, and supply the content and skills of an existing school course. For example, students may gain direct insight into a social problem by helping to alleviate it. Math or French students may test and expand their skills by teaching them to younger children, or interior decorating students may offer their decorating talents to an elderly couple or a young family.

Community Service Class

This is a course that exists as an integral part of the school's academic program. Community service is combined with classroom experiences in which the emphasis is on providing information, skills, and generalizing principles to help students learn from their experiences and to operate more effectively in their service assignments.

Community Service as a Schoolwide Focus or Theme

This is when the idea of community service permeates the school's total curriculum. The strength of this approach is that community service is not just the isolated activity of a few motivated students but a repeated and integral part of the school experience for all. What this model shares with others is that students are practicing the humane application of knowledge, discovering that education is not just something one gains but something to be used to improve the lives of others.

Contributed by the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113.

Outcomes of Youth Service-Learning

Many Wisconsin schools provide youth service opportunities for their students. However, these opportunities are fragmented, often with little chance for students to reflect on the learning process. The intent is that educators will understand and come to an agreement regarding the value of incorporating youth service into the curriculum.

Since little research is available, defining and developing service-learning outcomes is a challenge. The outcomes listed here have evolved through discussion with practitioners and observation of student learning.

These service learning outcomes were contributed in a position paper from the National Service Learning Initiative, 1990, and from the Minnesota Department of Education, 1987.

Service Outcomes

- development of strong values
- a sense of personal worth and competence
- positive self-esteem
- a willingness to explore new roles and interests
- a willingness to take healthy risks—acceptance of fresh challenges
- acceptance of the consequences of behavior
- ability to take responsibility for problem-solving
- sense of the obligations of public life in a democratic republic

Intellectual Development and Academic Outcomes

- basic academic skills such as reading, writing, calculating, speaking, and listening
- problem solving, reviewing choices, analytical criticism
- learning-from-experience skills, such as observation, questioning, knowledge
- application, summarizing, testing, and assessing results
- motivation to learn and retain what has been learned

Social Growth and Development

- concern for the welfare of others
- social responsibility
- political strategies
- civic participation
- exploration of service-related career paths
- sensitivity toward people from a wide range of backgrounds
- development of character, judgment, insight, understanding of ethos, sensitivity to underlying themes

Service-Learning

- students learn more easily
- curriculum enriched
- schools, families, and communities brought together
- meaning of democracy enlivened
- role of the student and school recast
- course work put in context
- active learning encouraged
- relevance to all aspects of the academic curriculum taught
- students prepared for full-time work assignments

Tips for Organizing Your Youth Service-Learning Program

Teaching our youth about the real world is an important challenge facing all educators. Most would agree that the more we take the classroom into the community, the better students will learn to appreciate how their educational experiences relate to real life. In addition, these experiences help build self-confidence, knowledge about the community, and a personal satisfaction in helping the community become a better place for all citizens.

Emerging in Wisconsin and across the nation are many new efforts to promote the role of youth as active partners in community improvement. Youth community service programs are worth looking at. The emerging model in several Wisconsin school districts is a board of education requirement that students in high school do community service volunteer work in order to graduate. The Burlington, Manitowoc, Menasha, Luck, and Ashwaubenon school districts have such requirements in place.

It is important that students, teachers, administrators, and the community be active partners in planning a youth community service program. The following are helpful hints on designing and organizing this type of program.

Make sure that a volunteer experience is meaningful for both the student and community partner. Offer an opportunity for students to reflect on the experience to discuss why they participated and the significance of the activity.

Design experiences on a sustained basis rather than a one-time-only assignment.

Link the community service experience directly to a regular instructional program in the school. One of the primary goals is to help the student see the connection between school work and community living. Teachers should be involved in the design and supervision of these experiences.

Tie the community service experiences to real community needs in which the volunteer can make a meaningful contribution. The program is not intended to be job training

Allow students maximum flexibility in choosing assignments and initiating contacts within a framework of school supervision and board policy. One of the purposes of the program is to encourage self-initiative and help build student confidence in seeking out meaningful community experiences.

Looking for more information on youth service ideas? One of the best contacts is the National Youth Service Leadership Council (NYLC), 1910 West County Road B, St. Paul, MN 55113 (612) 631-3672.

Source: Stan Potts, Consultant, School and Community Relations, Wisconsin Department of Public Instruction, Madison.

Community Service Project Ideas

The following is a list of potential community service projects a district may want to consider. For additional details, contact Chuck Ericksen, Community Education Director, Flambeau Schools, P.O. Box 85, Tony, WI (715) 532-7760.

- Tutor students who have difficulty in a particular class.
- Participate in a bike- or walk-a-thon for a charity.
- Develop an animal shelter awareness project.
- Donate holiday presents to the needy.
- Bake cookies for visits to a nursing home.
- Shovel snow for the elderly.
- Raise funds for humanitarian or environmental groups.
- Clean up playgrounds in the community.
- Read aloud to kindergarten students.
- Improve community parks.
- Sponsor a community dance.
- Develop and promote school improvement projects.
- Help with parent-teacher organization projects.
- Sponsor a senior citizen prom.
- Produce a video of school or community activities.
- Create a booklet or pamphlet that provides information regarding an issue concerning the community.
- Write articles for the school or community paper.
- Write a student-consumer guide to advertising.
- Conduct recycling drives.
- Study and monitor water quality and pollution to streams or radon gas in basements.
- Initiate river cleanup projects.
- Create a play dramatizing an issue concerning the community.
- Develop and promote a school or community beautification project.
- Provide child care for a community event.
- Design and participate in library enhancement projects.
- Initiate a wildlife restoration project.
- Promote tree planting and soil conservation.
- Provide drunk driving awareness.
- Paint homes for the elderly.
- Give presentations to community groups.
- Provide entertainment for populations with special needs.
- Provide landscaping services.
- Conduct a health or safety program for young children.
- Work with the Salvation Army, Toys for Tots, or a time-out shelter.
- Collect food for the needy.
- Provide activities for children in before- and after-school programs.
- Assist teachers at day care centers or Head Start programs.
- Help younger children learn more about computers.
- Provide a "circle of friends" for a child with a disability.
- Teach English to a child who does not speak English.

Publications

Community Education: Building Learning Communities. National Community Education Association, 119 North Payne Street, Alexandria, VA 22314. Phone 703/683-6232.

Community Education: A Resource and Planning Guide. Provides information on how to start a community education program. Phone 800/243-8782.

Families in Education Packets and the handbook, "Families and Education: An Educator's Resource Guide for Family Involvement," available for sale from the Wisconsin Department of Public Instruction, phone 800/243-8782.

Growing Hope: A Source Book on Integrating Youth Service into the School Curriculum. James Kielsmeier and Rich Willits. National Youth Leadership Council (NYLC), 90 West County Road B, Roseville, MN 55113. Phone 800/366-6952

Model Learner Outcomes for Youth Community Service. Minnesota Department of Education (1992). #E741, Minnesota Educational Services, Capital View Center, 70 West County Road B-2, Little Canada, MN 55117. Phone 612/415-5379 or 800/848-4912, x 2401.

Route to Reform: K-8 Service-Learning Curricular Idea book. Roseville, MN: National Youth Leadership Council (NYLC), 1994. 128-pages. $15 (or $25 with the video described below). Order from NYLC, 800/366-6952. This book offers year-round service-learning curricular ideas.

Route to Reform: Service-Learning and School Improvement. Roseville, MN: NYLC, 1994. Video, 20 minutes. $15 (or $25 with the book described above). Order from NYLC, 800/366-6952. The program explores successful service-learning curricula in three sites: an elementary school, a middle school, Minnesota, and a high school.

Youth Service: A Guidebook for Developing and Operating Effective Programs: Dan Conrad and Diane Hedin. Independent Sector, 1828 L Street, NW, Washington D.C. 20036. Phone 301/490-3229.

Organizations

Center on Families, Communities, Schools and Children's Learning
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
Phone 410/-516-8800

The Corporation for National Service (PL 103-82). The Corporation can be contacted for further information about the act and funding at 202/606-5000.

Families in Education
Wisconsin Dept. of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
Phone 608/266-3569

League of Schools Reaching Out
Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
Phone 617/353-3309

National Association for Partners in Education
901 N Pitt Street, Suite 320
Alexandria, VA 22314
Phone 703/836-4880

National Community Education Association
119 North Payne St.
Alexandria, Virginia 22314
Phone 703/683-6232

National Youth Leadership Council
1910 West County Road B
St. Paul, MN 55113
Phone 612/631-3672

Retired Senior Volunteer Program of Dane County
517 North Segoe Road
Madison, WI 53705
Phone 608/238-7787

Volunteers of America of Wisconsin, Inc.
237 South Street, Suite 101
Waukesha, WI 53186
Phone 414/524-8533

Wisconsin Intergenerational Network (WIN)
P.O. Box 5171
Madison, WI 53705-0171
Phone 608/238-7936

Part IV

Appendixes

Family-Community-School Partnerships

Project Directory

The DPI Family-Community-School Partnership Team

The Department of Public Instruction (DPI) is committed to increasing student achievement by helping schools strengthen family-school-community partnerships. The mission of the DPI Family-Community-Schools Partnership Team is to bring awareness and resources to schools about the critical role that families and communities play in helping children learn. Through written materials, statewide campaigns, grants, and state and regional training, the team helps all schools develop strategies to work with families and and communities to increase student learning.

The Partnership Team directly supports the efforts of a number of schools and districts statewide in the program areas of Community Education, Service-Learning, and Family-Community-School Partnerships. The names of contact persons at each school district and CESA are listed here to help share successful partnership practices and ideas.

We encourage you to contact individuals especially in your area of the state with questions and comments about strengthening your community and family efforts.

Please contact any of our team members with questions or comments.

Jane Grinde, 608/266-9356
Ruth Anne Landsverk, 608/266-9757
Stan Potts, 608/266-3569
Fax, 608/267-1052
Toll-free DPI number, 800/441-4563

Major Program Areas

Community Education

Through community education, communities embrace the idea of lifelong learning for all and make a commitment to work together to meet the learning needs of every citizen. Community education can help communities provide a means to solve problems locally, develop local leadership skills, and improve the delivery of services through partnerships and collaborative efforts. Community education success depends upon citizen involvement, needs assessment and planning, extended use of public education facilities, interagency coordination and cooperation, and leadership.

Service-Learning

Youth service-learning helps students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and the community. Schools with service-learning integrate their programs into the academic curriculum or provide structured time for students to think, talk, or write about their service. The DPI partnership coordinates funding and training opportunities for service-learning schools.

Family Partnerships

These school districts or schools within the named districts have made a commitment to family-school-community partnerships. Some teams are further along in their commitment, but all have received training and a seed grant to pursue efforts to establish partnerships. Staff have been trained in the Framework for Family-School-Community Partnerships by Joyce Epstein, Director of the National Network of Partnership-2000 Schools and Co-director of the Center on Families, Communities, Schools, and Children's Learning at Johns Hopkins University. The DPI partnership team has made a commitment to work with these schools.

Demonstration Sites

Family Partnerships

Two school districts each received a grant in 1995-96 to develop model family-school-community partnership efforts.

Drummond School District
Tom McMullen, 715/739-6231
Milwaukee School District
Longfellow Elementary
Mrs. Santa Griego, 414/645-4455

Service-Learning

Two Wisconsin districts are participating in a national demonstration project to share their expertise about service-learning. They have made extensive progress integrating service-learning into the curriculum.

Reedsburg School District
Webb High School
Veronica Petty, 608/524-4327
Madison Metro School District
Malcomb Shabazz City High School
Jane Hammatt-Kavoloski, 608/246-5040
Sherman Middle School
John Daly, 608/246-4646

Major Program Area Contacts

CESA 1—Jim Helden
414/546-3000 X 413

Community Education Sites

Kettle Moraine School District
C. John Hanold, 414/968-3111
Menomonee Falls School District
Terry Thomas, 414/255-8484
Milwaukee School District
Larry Lenox, 414/475-8182
Fred Jungers, 414/475-8393
Muskego–Norway School District
Jean Henneberry, 414/679-5400
Wauwatosa School District
Rick Beattie, 414/778-6510
Whitefish Bay School District
Robin Trulen, 414/963-3947

Service-Learning Sites

Cedarburg School District
Janet Levy, 414/375-5200
Greenfield School District
Linda Wandtke, 414/281-7100
Abbe Krissman, 414/281-7100
Hartland-Lakeside J3 School District
Doug Faile, 414/367-7171
Kettle Moraine School District
Chip Pieper, 414/965-6500
Menomonee Falls School District
Keith Marty, 414/255-8440
Mequon-Thiensville School District
Kim Ebinger, 414/242-9034
Milwaukee School District
Judith Skurnick, 414/964-5900
David Weingrod, 414/383-3750
Wendy Smith, 414/444-9760
Muskego-Norway School District
Shara Seitz, 414/422-0430
Brad Harford, 414/422-1607
Anne Krell, 414/679-1666
Port Washington-Saukville School Dist.
Anne-Mari Stengel, 414/284-7712
Shorewood School District
Karen de Hartog, 414/963-6951
South Milwaukee School District
Robert Schmielau, 414/768-6300
Wauwatosa School District
Scott Kellogg, 414/259-4488
Whitefish Bay School District
Shellie Blumenfield, 414/963-3967

Family Partnership Sites

Elmbrook School District
Anne Kreul, 414/785-3960
Franklin School District
Phil Posard, 414/529-8240
Greenfield School District
Linda Wandtke, 414/281-7100
Mequon-Thiensville School District
Bob Dunning, 414/242-4260
Milwaukee School District
Tim Fosshage, 414/962-3188
Donna Lubke, 414/475-8001
Freya Neumann, 414/475-8078
Muskego-Norway School District
Kathy Champeau, 414/679-1666
Oconomowoc Area School District
Gary McClurg, 414/567-6632
Racine Unified School District
Cecile Ruth Ulrich, 414/631-7064
Mattie Baaker, 414/631-7064

CESA 2—Dane Co.
Carole Klopp, 608/232-2860

Community Education Sites

Burlington Area School District
Scott Hoffman, 414/763-0219
Oregon School District
Anne Staton, 608/835-3161
Verona Area School District
John Schmitt, 608/845-6451
Waunakee Community School District
Joe Severa, 608/849-2020
Whitewater School District
Sharon McCullough, 414/472-4887

Service-Learning Sites

Burlington Area School District
Myrtle Lovrine, 414/763-0210
Cambridge School District
Edward Grunden, 608/423-3262
Central/Westosha UHS School District
Terry Myra, 414/843-2321
Clinton Community School District
Hope Seeger, 608/676-2275
Delavan-Darien School District
Vikee Loudon, 414/728-2642
Fort Atkinson School District
Roger Goppelt, 414/563-7822
Johnson Creek School District
Eric Ranzen, 414/699-3481
Juda School District
Patti Kunz, 608/934-5251
Madison Metropolitan School District
John Daly, 608/246-4646
William Kolb, 608/267-4870
Doug Green, 608/267-1144
Jane Hammatt Kavaloski608/246-5040
Peter Plane, 608/231-4550
Marshall School District
Karen Taylor, 608/655-3466
Middleton-Cross Plains School District
Roxanne Piller, 608/828-1620
Monticello School District
Melody Flesher, 608/938-4194
Parkview School District
John Abrahamson, 608/879-2994
Stoughton Area School District
Mark Felix, 608/873-2714
Walworth County Educ. Consortium
Tina Cipriano, 414/741-6102
Waunakee Community School District
Marcia Kuntz, 608/849-2071

Family Partnership Sites

Beloit School District
Ann Sitrick, 608/364-6138
Brodhead School District
Joy Black, 608/271-1196
Burlington Area School District
Don Dalton, 414/763-0209
De Forest Public Library
Judy Ecker, 608/846-5482
Madison Metro School District
Jessica Doyle, 608/238-9921
Kathy Price, 608/261-9006
Middleton-Cross Plains School District
Mike Harris, 608/828-1640
George Mavroulis, 608/835-3087
Poynette School District
Barbara Wolfe, 608/635-4341
Stoughton Area School District
Becky Weaver, 608/873-2663
Verona Area School District
Pence Revington, 608/845-6451

CESA 3
Gary Baxter, 800/261-0000

Service-Learning Sites

Boscobel School District
Mary Rae, 608/375-4164
Dodgeville School District
Susan Reukauf, 608/935-3307
Ithaca School District
Kellie Manning, 608/585-3100
Platteville School District
Loras Kruser, 608/342-4480
Prairie du Chien School District
Jo Howard, 608/326-8451
River Ridge School District
Caron Townsend, 608/994-2715
Seneca School District
Paul Peterson, 608/734-3411
Southwestern Wis. School District
Susan Clemens, 608/854-2124

Family Partnership Sites

Ithaca School District
Loretta McCarthy, 608/647-4907
Platteville School District
Nancy Bongers, 608/342-4400
Potosi School District
Joci Grinde, 608/763-2060
Prairie du Chien School District
Merle Frommelt, 608/326-8451
River Ridge School District
Joan Finn, 608/994-2715
Shullsburg School District
Donna Rae Saunders, 608/965-4427

CESA 4
Judy Aakre, 608/785-9373

Service-Learning Sites

Alma School District
Lois Balk, 608/685-4416
Black River Falls School District
Anthony Boerger, 715/284-4324
Blair-Taylor School District
Shari Solberg, 608/989-2881
De Soto School District
Mary Heath, 608/648-3311
Norwalk-Ontario School District
Donna Arndt, 608/337-4401
Sparta School District
Suzanne Euller, 608/272-3111
Tomah School District
Randy Koppenhaver, 608/374-7200
Viroqua School District
Nancy Lallas, 608/637-1169

Family Partnership Sites

Black River Falls School District
Rich Hanson, 715/284-5125
West Salem School District
Jim Burger, 608/786-2090

CESA 5—Donna Sunby 608/742-8811 X 281

Community Education Sites

Portage Community School District
Georgiana Giese, 608/742-8545
Sauk Prairie School District
Nancy Breunig, 608/643-8386

Service-Learning Sites

Marshfield School District
Dawn Sturz, 715/387-1249
Portage Community School District
Georgiana Giese, 608/742-8545
Poynette School District
Sandy Kleckner Drew, 608/635-4345
Reedsburg School District
Veronica Petty, 608/524-4327
Stevens Point School District
Thomas Lisack, 715/345-5593
Wisconsin Rapids School District
Fred Dahm, 715/423-1520

Family Partnership Sites

Adams-Friendship School District
Greg Gardner, 608/339-3016
Lodi School District
Christine Breunig, 608/592-3855
Montello School District
John Haugen, 608/297-2128
Portage Community School District
Cynthia Gannon, 608/742-3494
Sauk Prairie School District
Ellen Paul, 608/643-5990
Stevens Point School District
Elizabeth Fulton, 715/345-5420
John Blader, 715/345-5421

CESA 6
Mary Nelson, 414/236-0531

Community Education Sites

Waupun School District
Tom Zerbel, 414/324-9341

Service-Learning Sites

Beaver Dam School District
Greg Smith, 414/885-7313
CESA 6's Chester School
Orville Clark, 414/236-0552
Fond du Lac School District
Jerry Sullivan, 414/929-2772
Hartford UHS School District
Sandra Smith, 414/673-8950
Menasha School District
Bill Sepnafski, 414/751-5010
Omro School District
Debra Malesevich, 414/685-5668
Winneconne Community School District
Beverly Wicinsky, 414/582-5810

Family Partnership Sites

Lomira School District
John Mason, 414/269-4396
Vikki Kunstman, 414/269-4396
Neenah School District
Chris Zingler, 414/751-6922
Waupun School District
William F. Bobbe, 414/324-9341

CESA 7
Lynn Mullins, 414/498-1327

Community Education Sites

Denmark School District
Kevin Konkol, 414/863-2176
Plymouth School District
Chris Schumacher, 414/893-0987
Pulaski School District
Jim Brawner, 414/822-4247
Sheboygan School District
Steve Stauber, 414/459-3500
Valders Area School District
Jeffery E. Malloy, 414/775-9505

Service-Learning Sites

Ashwaubenon School District
Andrea Fischer, 414/492-2940
De Pere School District
Mary Hansen, 414/337-1020
Green Bay School District
Mark Dupuy, 414/391-2400
Sara Piper, 414/448-2104
Sharon Rychter, 414/448-2100
Howard-Suamico School District
Amy LaPierre, 414/434-4010
New Holstein School District
Tom Dudzik, 414/898-4208
Oostburg School District
Carol Steindl, 414/564-2383
Plymouth-Cascade School District
Theresa Unger, 414/528-8322
Sturgeon Bay School District
Coggin Heeringa, 414/746-2811
Rudy Senarighi, 414/746-2810
Two Rivers School District
Dennis Larson, 414/794-1614

Family Partnership Sites

Gibraltar Area School District
Jeff Steffen, 414/868-3284
Howards Grove School District
Diane L. Weiland, 414/565-3278
Plymouth School District
Jeff Jacobson, 414/893-6911
Pulaski Community School District
Jim Brawner, 414/822-4247
Sheboygan School District
Sherrie Akinsanya, 414/459-3540
West De Pere School District
Kathy I. Brockdorf, 414/337-1099

CESA 8—Nancy Estrem-Fuller 800/831-6391

Community Education Sites

Crivitz School District
Kristine Heidewald, 715/854-7636
Niagara School District
Gary Molle, 715/251-7421
Oconto Falls School District
Gary DeBauche, 414/846-4471
White Lake School District
Maryann Callahan, 715/882-8421

Service-Learning Sites

Bonduel School District
Julie Gullixon, 715/758-2148
Laona School District
Suzette Phillips, 715/674-2143
Menominee Indian School District
Amy Bohr, 715/799-5559
Oconto Falls School District
Diana Woodworth Slempkes, 414/846-4467
Oconto School District
Angela Witt, 414/834-7800
Niagara School District
Brian Jones, 715/251-4541
Shawano-Gresham School District
Brenda Kuhn, 715/524-2134
Wabeno Area School District
Rae Therrien, 715/473-3633

Family Partnership Sites

Clintonville School District
Donna Mac Donald, 715/823-7285
Niagara School District
Brian Jones, 715/251-4541
Oconto Falls School District
Louise Powers, 414/846-4445
Jeanne Czech, 414/846-4463
Shawano-Gresham School District
Jeanne Cronce, 715/524-2131

CESA 9
Jayne Werner, 715/453-2141

Community Education Sites

Boulder Junction J1 School District
Jay Christgau, 715/543-8417
DC Everest School District
Kammy Koelbl, 715/359-4221
Wausau School District
Ray Kirschhoffer, 715/261-2962

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Service-Learning Sites

Antigo School District
Judi Steinhoff, 715/623-4173
Athens School District
Dan Nowak, 715/257-7754
Boulder Junction J1 School District
Christy Dicka, 715/543-8417
Edgar School District
Mark Lacke, 715/352-2352
Mosinee School District
Rose M. Nelson, 715/693-2810
Northland Pines School District
Joann Hatch, 715/479-4473
Phelps School District
Kelly Wranosky Hegeman715/545-2724
Wausau School District
DuWayne Kleinschmidt, 715/848-2934
Woodruff J1 School District
Sara J. Sprister, 715/356-3282

Family Partnership Sites

Antigo School District
Caron Wallman, 715/627-4355
Wausau School District
Brian Stezenski-Williams715/843-1162
Woodruff J1 School District
Bill Pollard, 715/356-3282

CESA 10
Mary Lorberter, 715/720-2036

Community Education Sites

Flambeau School District
Chuck Ericksen, 715/532-7760
Northcentral Tech. College-North Camp.
Irene Johnson, 715/748-3602

Service-Learning Sites

Abbotsford School District
Donald Medenwaldt, 715/223-2386
Augusta School District
Kristine Crowe, 715/286-2291
Chippewa Falls School District
Carol Gienapp, 715/726-2400
Paul Nevins, 715/726-2406
Flambeau School District
Chuck Ericksen, 715/532-7760
New Auburn School District
Brenda Scheil, 715/237-2202
Weyerhaeuser School District
Richard Manor, 715/353-2254

Family Partnership Sites

Altoona School District
John Grafenauer, 715/839-6050
Flambeau School District
Chuck Ericksen, 715/532-5559
Medford School District
Laura Zuleger, 715/748-4620
New Auburn School District
Chuck Zielin, 715/237-2202

CESA 11
Cindy Becker, 715/986-2020

Community Education Sites

Amery School District
Mary Ann Bowman, 715/268-0220
Baldwin-Woodville School District
Terri Dejong, 715/684-3411
Birchwood School District
Carol Addington, 715/354-3471
Clayton School District
Janie Memorich, 715/948-2163
Clear Lake School District
Heidi Paulson, 715/263-2117
Cumberland School District
Sally Landstrom, 715/822-2251
Ellsworth Community School District
Mike Perkins, 715/273-3900
Frederic School District
Nancy Buley, 715/327-4221
Grantsburg School District
Paul L. Pederson, 715/463-2451
Hudson School District
Robert Benoy, 715/386-4903
Luck School District
Sue Mattson, 715/472-2455
New Richmond School District
Bob Heebink, 715/243-7421
Osceola School District
Sharon O'Rourke, 715/294-2127
Prescott School District
Richard Hoffman, 715/262-5052
Shell Lake School District
Elaine Shaefer, 715/468-7814
Somerset School District
Connie Burch, 715/247-3313
Spring Valley School District
Cindi Helmke, 715/778-5554
Saint Croix Falls School District
Kathleen Willow, 715/483-9823
Turtle Lake School District
Joan Frandup, 715/986-2597
Unity School District
Mark Peacock, 715/825-2131

Service-Learning Sites

Amery School District
Mary Ann Bowman, 715/268-0220
Birchwood School District
Jim Connell, 715/354-3471
Elk Mound Area School District
Sharon Hostak, 715/879-5521
Ellsworth Community School District
Peggy Weber, 715/273-3900
Menomonie Area School District
Ron Sanford, 715/232-2606
Rice Lake Area School District
Rick Reilly, 715/234-8156
Julie Stevens, 715/234-2182
River Falls School District
Lorraine Davis, 715/425-1800
Saint Croix Falls School District
Kathleen Willow, 715/483-9823

Family Partnership Sites

Amery School District
Mary Ann Bowman, 715/268-0220
Baldwin-Woodville School District
Jan Charpentier, 715/684-4453
Birchwood School District
Carol Addington, 715/354-3471
Chetek Area School District
Al Brown, 715/924-2244
Elk Mound School District
Ron Walsh, 715/879-5502
Grantsburg School District
Sally Craven, 715/463-2320
Menomonie Area School District
Joann Walker, 715/836-7763
Osceola School District
Greg Zimmerman, 715/294-4180
River Falls School District
David A. Paulson, 715/425-1800
Shell Lake School District
Tom Butler, 715/468-7023

CESA 12
Jim Lee, 715/682-2363 X 124

Community Education Sites

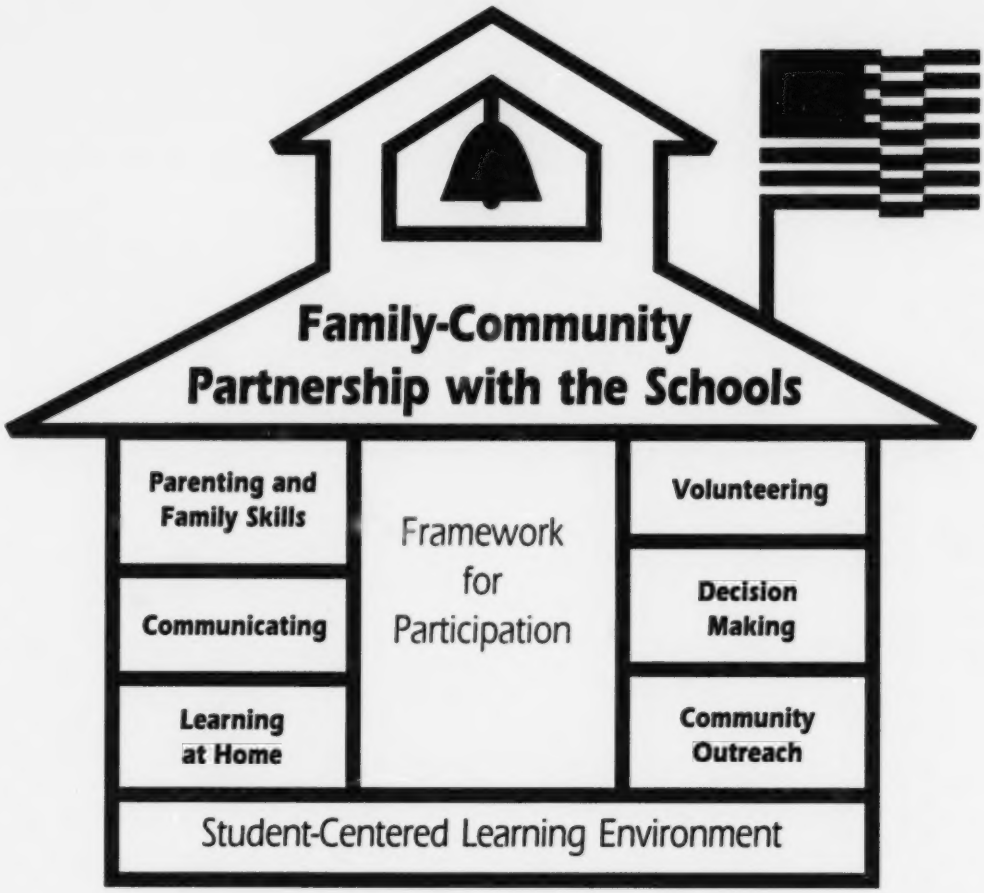
Bayfield School District
Marilu Stepien, 715/779-3201
Hurley School District
Gerry Traczyk, 715/561-4900
Superior School District
Mary Lou Perham, 715/394-8700

Service-Learning Sites

Bayfield School District
Jeff Haiden, 715/779-5666
Drummond School District
Steve Stipetich, 715/739-6231
Glidden School District
Sue Frey, 715/264-2141
Hayward Community School Distric
Virginia Metzdorf, 715/634-8373
Hurley School District
Oberon Leslie, 715/561-3864
Solon Springs School District
Christine Renee Willis, 715/378-2263
South Shore School District
Tom Gurstenburg, 715/774-3361
Superior School District
Bobbie Peterson, 715/398-6608
Gary C. Banker, 715/398-3405
Washburn School District
Bruce Rapps, 715/373-6188
Cheryl J. Drevlow, 715/373-6188
Winter School District
Linda Olson, 715/266-6701

Family Partnership Sites

Ashland School District
Stephen Kelly, 715/682-7080
Drummond School District
Tom McMullen, 715/739-6231
Superior School District
Dan Woods, 715/394-8700



SIX TYPES OF FAMILY—COMMUNITY PARTICIPATION

Parenting—Build on parenting strengths and help families improve parenting skills. Facilitate support systems and networks to enable families to effectively nurture their children.

Communicating—Design and implement effective two-way communication practices to reach families, both individually and collectively. These practices should ensure that families and school staff communicate back and forth about their children.

Learning at Home—Provide for families and school staff to work together in developing learning goals and offering opportunities for learning activities at home and in the community to meet the goals.

Volunteering—Recruit and organize volunteer participation from families and the community at-large.

Decision Making—Design governance structure through which parents are partners in policy decisions so that families have opportunities to give their opinions and to participate in decision making about school programs. Recruit families to act as advocates and decision makers and represent other parents and families.

Community Outreach—Establish partnerships with individuals and organizations in the community.

**Based on the research of Joyce Epstein, co-director, Center on Families, Communities, Schools & Children's Learning, John Hopkins University. Implementation through the League of Schools Reaching Out, Institute for Responsive Education, Boston.*

GETTING IT DONE

Leadership—Who is in charge and has the authority to organize and assign tasks? One person should be accountable for the results.

Analysis—What are the needs and challenges? What results do you want? Develop a basis for your efforts.

Planning and Policy Development—What must be done? How? Who will do it? What is the time line? School board policy and district and school procedures may need to be developed.

Action/Implementation—With the groundwork laid, how much of the plan can you put in place? While the six types of family-community participation for schools are interrelated and important for a comprehensive approach, determine what is possible and practical at any given time. Don't delay doing something because the whole plan is not in place.

Evaluation—What worked? What didn't? What needs changing or fine tuning? Listen and learn from experiences.

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Making Your Family-Community Partnership Work

Following are examples of practices and programs that schools and districts can use to encourage family and community support of children's learning. They are meant to be advisory and should be adapted to each school's or district's needs.

Parenting and Family Skills

- ❑ 1. We sponsor parent education and family learning workshops.
- ❑ 2. We ask families what types of workshops or informational events they would be interested in attending and what session times are most convenient for them.
- ❑ 3. We provide families with information on child development.
- ❑ 4. We lend families books and tapes on parenting and parent workshops.
- ❑ 5. We provide families with information about developing home conditions that support school learning.
- ❑ 6. We survey parents to determine their needs, assign staff members to help address those needs, and work to link parents with community resources.
- ❑ 7. We have a family resource center or help parents access other resource centers in the community.
- ❑ 8. We have support groups for families with special interests and needs.
- ❑ 9. We train staff members and support them in reaching out to all families.

Communicating

- ❑ 1. We have parent-teacher-student conferences to establish student learning goals for the year.
- ❑ 2. We listen to parents tell us about their children's strengths and how they learn.
- ❑ 3. We follow the "Rule of Seven:" offering seven different ways that parents and community members can learn about what is happening in the school and comment on it.
- ❑ 4. Teachers have ready access to telephones to communicate with parents during or after the school day.
- ❑ 5. Staff members send home positive messages about students.
- ❑ 6. We make efforts to communicate with fathers.
- ❑ 7. Parents know the telephone numbers of school staff members and the times teachers are available to take phone calls from parents.
- ❑ 8. We involve families in student award and recognition events.
- ❑ 9. We encourage and make provisions for staff members to talk with parents about the child's progress several times each semester.
- ❑ 10. We communicate the school's mission and expectations for students to parents. The school has a homework hotline or other kind of telephone system.
- ❑ 11. We provide parents with structured ways to comment on the school's communications, for example, with mailed, phone, or take-home surveys.
- ❑ 12. We have staff members available to assist and support parents in their interactions with the school (i.e. home-school liaisons).
- 13. We send home communications about
  - ❑ student academic progress
  - ❑ meetings at school
  - ❑ how parents can be involved in student activities
  - ❑ PTA/PTO
  - ❑ student discipline
  - ❑ child development
  - ❑ the curriculum
  - ❑ how parents can be involved as volunteers
  - ❑ how parents can be involved in school governance
  - ❑ how parents can help with homework and encourage learning at home
  - ❑ community resources available to families
  - ❑ how parents can communicate with school staff
  - ❑ the school's philosophy of learning.
- ❑ 14. Staff members make home visits.
- ❑ 15. We directly speak to parents (does not include leaving messages on answering machines) if students are having academic difficulty or causing classroom disruptions **before** a crisis occurs.
- ❑ 16. We provide copies of school textbooks and publications about the school to the public library.

Learning at Home

- ❑ 1. We have a structured program to help parents assist their children with homework.
- ❑ 2. We offer learning activities and events for the whole family.

- ❑ 3. We invite parents to borrow resources from school libraries for themselves and their families.
- ❑ 4. We link parents with resources and activities in the community that promote learning.
- ❑ 5. We give parents questionnaires they can use to evaluate their child's progress and provide feedback to teachers.
- ❑ 6. School staff and school communications help parents link home learning activities to learning in the classroom.

Volunteering

- ❑ 1. We encourage families and other community members to attend school events.
- ❑ 2. We offer youth service learning opportunities for students who want to volunteer in the community.
- ❑ 3. We help school staff learn how to work with parent and community volunteers.
- ❑ 4. We **ask** family members how they would like to participate as volunteers at their child's school or in the community.
- 5. We encourage family and community members to become involved as
  - ❑ participants in site-based management councils
  - ❑ presenters to students on careers and other topics
  - ❑ assistants with art shows, read-aloud events, theater workshops, book swaps, and other activities
  - ❑ tutors/mentors
  - ❑ chaperones on field trips and other class outings
  - ❑ instructional assistants in classrooms, libraries, and computer labs
  - ❑ non-instructional assistants
  - ❑ from-the-home contributors of baked goods, assembling materials, typing, etc.
- ❑ 6. We have a program to recognize school volunteers.
- ❑ 7. We offer volunteer opportunities for working and single parents.
- ❑ 8. We gather information about the level and frequency of family and community participation in school programs.

Governance and Advocacy

- ❑ 1. We encourage parents to attend school board meetings.
- ❑ 2. We assign staff members to help parents address concerns or complaints.
- ❑ 3. We invite staff and parent groups to meet collaboratively.
- ❑ 4. We help families advocate for each other.
- 5. We involve parents in
  - ❑ revising school and district curricula
  - ❑ planning orientation programs for new families
  - ❑ developing parenting skills programs
  - ❑ establishing membership for site-based councils
  - ❑ hiring staff members.

Community Outreach

- ❑ 1. We act as a source of information and referral about services available in the community for families.
- ❑ 2. We use a variety of strategies to reach out to adults, families, and children of all ages, races, and socioeconomic backgrounds in the community.
- ❑ 3. We encourage local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fund-raising events.
- ❑ 4. We encourage staff and students to participate in youth service learning opportunities.
- ❑ 5. We open our school buildings for use by the community beyond regular school hours.
- ❑ 6. We work with the local chamber of commerce or business partnership council and public library to promote adult literacy.
- ❑ 7. We have a program with local businesses that enhances student work skills.
- ❑ 8. We widely publish and disseminate school board meeting notices, summaries, and board policies and agendas, and encourage the feedback and participation of community members.

Wisconsin Department of Public Instruction
Families in Education Program
Revised July 1994

D P I WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Departmental Policy Bulletin

PI-1100 (Rev. 4/85)

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A. *Background*

Volunteering is a key component of the department's recommended participation framework for family-community partnership with the schools and the Commission on Schools for the 21st Century recommendation that "Employers should be challenged to provide parents adequate time for school visits and conferences during working hours without a loss of pay." Such interactions with the schools will provide staff with excellent employe development and allow the agency and staff to gain a better understanding of the respective roles and programs.

B. *Scope of Program*

All department staff members may, at their choosing, take up to eight hours of work time to volunteer at a school, library, or child care center (or provider). Activities should be limited to those that are of general benefit to the school, library, or care center in question and to the department. Activities may include chaperoning field trips, speaking to and with classes, mentoring, tutoring, working in a library or media center, assisting child care providers with developmental activities, reading to children, and participating on committees and task forces. This volunteer time provides an opportunity for staff to learn more about these learning places and enables the DPI to set an example to other employers.

The time an employe spends in these activities will be without loss of pay and will be considered work time. The eight hours can be used at one time or over the year. Time may be split and combined with a lunch period or leave time. The supervisor will be responsible for ensuring that the work time involved in approved activities is limited to regular work hours and does not serve to increase or change the employe's regularly scheduled hours of work for all employes covered by the Fair Labor Standards Act. Employes who request expense reimbursement may do so subject to contractual or noncontractual expense reimbursement policies. Employes who do not choose to participate in volunteer service will not be disciplined or singled out for disparate treatment.

C. *Approval and Reporting*

Prior supervisory approval must be obtained on the Employe Leave for Volunteer Service form (PI-1182), which is available from the Bureau for School and Community Relations. Approval will be at the discretion of the supervisor and will take into consideration the operational needs of the agency during the employe's absence. Certification of attendance or participation may be required. Each bureau will maintain staff volunteer service records. Annually, the Bureau for School and Community Relations will report to the State Superintendent the number of employes using the policy, number of hours used, and types of volunteer activities.

Questions on this policy should be directed to the director of the Bureau for School and Community Relations.

Survey of Interest for Volunteers

(Sample)

You are invited! As a volunteer, you can help children learn.

Please share your time, skills, or interests with our students. You need not be experienced in teaching, just willing to share. The gift will help our students develop positive attitudes toward learning and motivate them to achieve their potential.

On the form below, please indicate how you are willing to help. We have provided a list to give you some ideas. We welcome your suggestions. This form may be returned in person or by mail to any school office. We will contact you regarding future involvement. Thank you!

Your name

Telephone Area/No

(Daytime)

(Evening)

Address

Names and grades of your children, if any, attending our schools

I am willing to help students by

❑ coming to school ❑ working from my home ❑ no preference

I prefer to work at (*name of school)*

I prefer to work with the following students

❑ elementary ❑ middle school ❑ high school ❑ no preference

I have the following skills to share:

- ❑ sewing/needlecraft
- ❑ working with one child
- ❑ typing/word processing
- ❑ working with a small group
- ❑ making phone calls
- ❑ making a presentation to a class
- ❑ cutting paper shapes
- ❑ installing/designing bulletin boards
- ❑ working with simple carpentry
- ❑ shelving/cataloguing books
- ❑ filing
- ❑ posting flyers in the neighborhood
- ❑ making posters/banners
- ❑ providing childcare
- ❑ reading stories to children or listening to them read
- ❑ bookkeeping
- ❑ keeping score at athletic events
- ❑ working on publicity
- ❑ helping with math or science skills
- ❑ providing transportation
- ❑ organizing school events or fund-raisers
- ❑ chaperoning field trips, bus trips, or dances
- ❑ writing grants
- ❑ school decision-making or advisory committees
- ❑ talking about career

Other ways I could help

My other hobbies/skills (e.g., camping, architecture, Swedish cooking, local history, calligraphy, etc.) are

I have access to a

❑ computer ❑ pickup truck or van ❑ sewing machine ❑ video camera

Volunteer Screening Reference Letter

(Sample)

Dear _____: _____*(Date)*

_____has applied for a volunteer position with the _____*(School / Program)*. Your name has been given as a personal reference. Please complete this form and return it in the enclosed envelope.

The program provides meaningful volunteer activities. Volunteers respond to local community needs in many human service areas throughout the area.

Volunteer position applied for: _____

1. How long have you known the applicant? _____

2. How well do you know the applicant? *(Check)*
   ❑ very well ❑ well ❑ average ❑ little ❑ very little

3. Your relationship to the applicant: *Check* ❑ co-worker ❑ employer ❑ friend
   ❑ relative ❑ other *(Please specify)* _____

4. In your opinion, would this person be a responsible and reliable volunteer for the applied position?
   ❑ Yes ❑ No *(Please explain)*

5. Would you recommend the applicant as a volunteer with our program? ❑ Yes ❑ No
   (Please explain)

6. Is there anything about this individual that would cause difficulty in their participation as a volunteer?
   (If so, what?)

7. *Please check the most appropriate column that best describes the applicant.*

	Usually	Sometimes	Never	Don't Know
Cooperative	❑	❑	❑	❑
Calm under stress	❑	❑	❑	❑
Patient	❑	❑	❑	❑
Well-adjusted	❑	❑	❑	❑
Confident	❑	❑	❑	❑
Personable	❑	❑	❑	❑
Able to make decisions	❑	❑	❑	❑

Source: RSVP of Dane County

Volunteer's Emergency Information

(Sample)

Personally identifiable information collected on this form will be used to best handle any emergency medical situation that may occur. Such information will not be released without permission and will be retained only for the duration of volunteer service.

Volunteer's Name

Name of Person to contact in case of an emergency:	Telephone Area/No. *(Home)* *(Work)*
If there is no answer, call: *(Name of Relative, Neighbor, etc.)*	Telephone Area/No. *(Home)* *(Work)*
I authorize all treatment deemed advisable and suggest : *(Name of Doctor)*	Telephone Area/No. *(Home)* *(Work)*

OR, the Emergency Room at *(Hospital, Clinic, or Other)*

OR, if unavailable, any appropriate medical care deemed advisable by volunteer station authorities

❑ Yes ❑ No

Volunteer's Signature *(Cross out any of the above options you do not want)* ➤	Date

IMPORTANT

If you have any unusual health hazards such as easily bleeding, serious drug allergies, or are not to be referred to a doctor for religious reasons, put an "X" in the box and describe the situation in this space.

I am taking medication on a continuing basis for the following conditions:

Medication	Condition

Source: RSVP of Dane County

School:

Volunteer Program

Hour Log Sheet

Month:

Volunteer Name	Phone	Grade Unit	Time In & Out	Day	Date	Teacher/Program/Activity

- *Please sign in when entering the building.*
- Thank you! Your time and effort as a school volunteer are greatly appreciated.

Source: Janesville School District

Volunteer's Evaluation of Short-Term School Program

(Sample)

Return to: School Volunteer Coordinator

Date of Assignment	Date Request Received
School	Teacher's or Supervisor's Name

Volunteer's Name

Volunteer's Assignment	Total Hours per Assignment

What were the strengths of the assignment?

What were the weaknesses of the assignment?

Would you accept this type of program again?	How did the children react to the program?	Did the children appear to be comfortable with you?
❑ Yes ❑ No	❑ Excellent ❑ Good ❑ Fair ❑ Poor	❑ Yes ❑ No

Additional Comments

Source: RSVP of Dane County

School Volunteer's Evaluation of Program *(Sample)*

Volunteer's Name	School

Teacher's/Supervisor's Name

1. Describe what you do as a school volunteer:

2. How would you describe your volunteer experience?
   ❑ Excellent ❑ Good ❑ Satisfactory ❑ Unsatisfactory

3. Does the teacher ask you how the students are doing? ❑ Yes ❑ No

4. Does the teacher let you know how you are doing? ❑ Yes ❑ No
   In what way?

5. Do you think you have adequate time to discuss the students and assignments with the teacher?
   ❑ Yes ❑ No *Comments:*

6. Are you regular in attendance? ❑ Always ❑ Most of the time ❑ Sometimes
   If there are problems, please describe.

7. How would you rate the relationship you have with the students?
   ❑ Excellent ❑ Good ❑ Satisfactory ❑ Unsatisfactory

8. Do you work with any of the following minorities? If so, **how many** have you helped during the year?
   _____ African American _____ American Indian _____ Asian/Pacific Islander
   _____ Bi-racial _____ Spanish/Hispanic _____ Handicapped

9. How do the teacher(s)/supervisor and student(s) show you that you are appreciated?

10. Would you like to work with the same teacher/supervisor next year? ❑ Yes ❑ No
    If not, please explain:

11. How could the staff be more helpful to you?

12. May this information be shared with your teacher/supervisor? ❑ Yes ❑ No

13. Other comments

Source: RSVP of Dane County

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